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ABSTRACT

This report discusses the enrollment of females and males by vocational education program in Texas for fiscal years 1984 through 1987. Figures and tables depict the percentages of females and males enrolled in each of the vocational programs on the secondary and postsecondary levels. Additional tables in the appendixes reveal other status information regarding vocational education programs in Texas and provide information on the status and education of females. Projects to eliminate sex bias and sex stereotyping are described, and suggestions for action to foster sex equity (publicity, recruiting, retention, and follow-up) are included. (KC)

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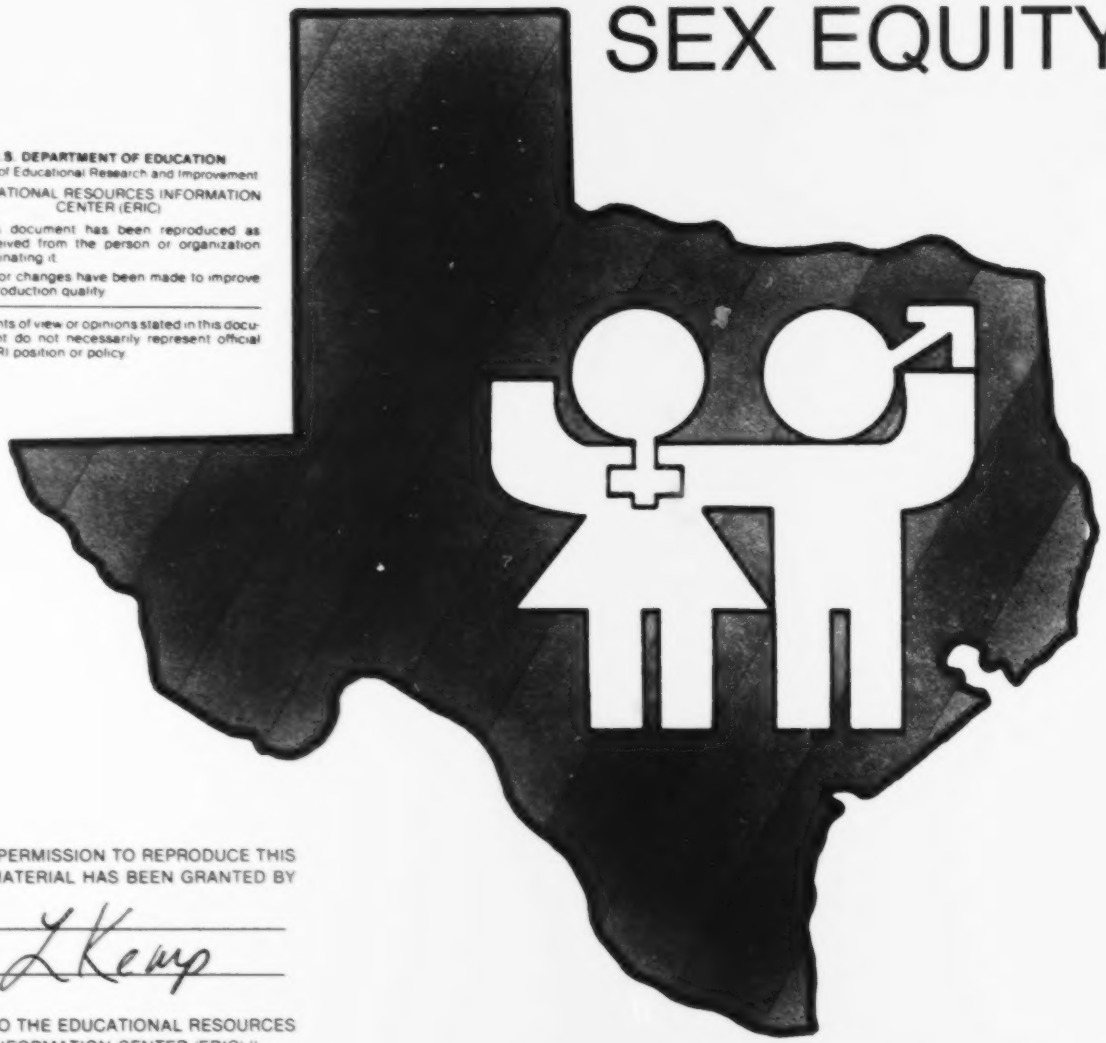
TEXAS VOCATIONAL EDUCATION

A STATUS REPORT ON SEX EQUITY



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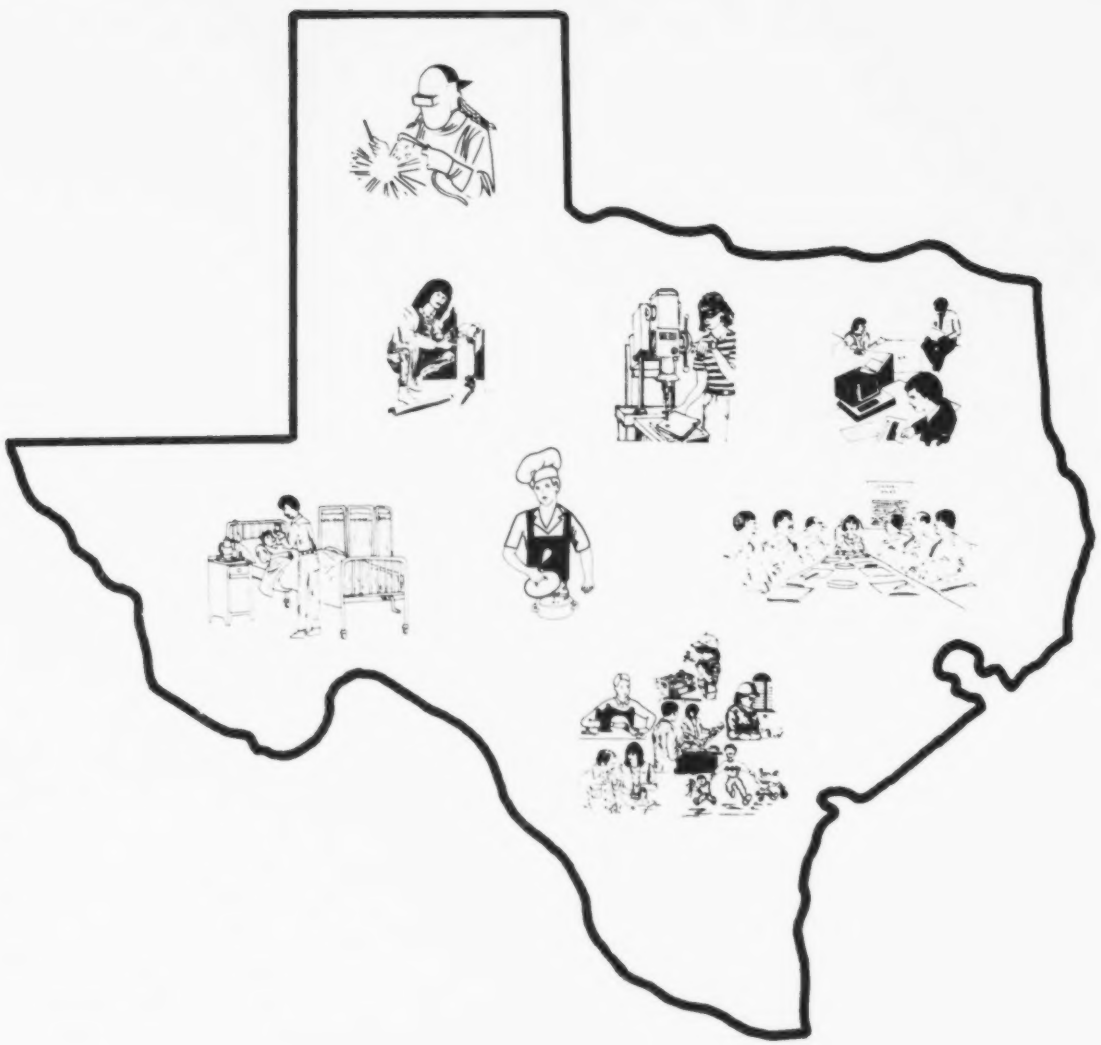

TEXAS STATUS REPORT
ON
SEX EQUITY IN VOCATIONAL EDUCATION
1984-1987

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Funded through the Carl D. Perkins Vocational Education Act
Texas Education Agency
Department of Vocational Education Funding and Compliance

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INTRODUCTION TO STATUS REPORT

Statewide enrollment data for the years 1981 through 1987 indicate that state and local efforts to reduce sex bias and sex stereotyping have had a positive effect. At the secondary level during this period, male enrollment increased in health occupations education, consumer and homemaking education, business and office occupations, and occupational orientation and pre-vocational education. Also during this period, female enrollment increased in agriculture education, technical education, and trade and industrial education. Female enrollment in secondary occupational home economics and industrial arts education remained essentially constant. Marketing and distributive education on the secondary level maintained sex-neutral enrollment.

Although state and local efforts to reduce sex bias and sex stereotyping have had a positive effect, statewide enrollment data for the years 1981, 1982, 1983, 1984, 1985, 1986, and 1987 continue to reflect evidence of sex bias in enrollment and retention practices. The State of Texas will continue its efforts to reduce sex bias and sex stereotyping in vocational education through workshops, counseling services, technical assistance from the equal access coordinator, and the funding of a variety of activities designed to overcome sex bias and sex stereotyping.

PURPOSE

This report is presented in response to federal legislation requirements found in Public Law 98-524, Carl D. Perkins Vocational Education Act, Section III(b)(1)(B). The information should assist state and local education personnel in attaining equity in student enrollment in Texas vocational education. A goal of the Texas Education Agency is to ensure equal educational opportunities to all who can benefit from vocational education. This summary of data contributes a framework for future planning as well as a response to concerns for equity in vocational education.

HISTORICAL PERSPECTIVE

The 1976 Amendments to the Vocational Education Act of 1963 required all states to administer programs to eliminate sex discrimination and overcome sex stereotyping in vocational education. In Texas, a Vocational Education Equal Access Coordinator, a Special Needs Coordinator, a Division of Vocational Education Funding and Compliance, and a Division of Accreditation and Technical Assistance provide resources for local educators to achieve these objectives.

Other federal legislation requires that sex discrimination be eliminated in all policies and practices of local education agencies and public post-secondary institutions. Title IX of the 1972 Education Amendments was the first legislation to require equal access for any person on the basis of sex to any educational activity receiving federal financial aid. The Vocational Rehabilitation Act of 1973 prohibits discrimination on the basis of race, color, or national origin. The Carl D. Perkins Vocational Education Act of 1984 has set aside funds to be used to eliminate sex bias and sex stereotyping in vocational education. Various federal and state laws also prohibit business and industry from discrimination. Despite these protective laws and improvements in some areas, major differences in employment and earnings between women and men still exist.

THE STATUS OF FEMALE AND MALE PARTICIPATION IN TEXAS VOCATIONAL EDUCATION

Federal guidelines have continued to strengthen sex equity in Texas and other states. These guidelines to prevent, rectify, and remedy discrimination, are called the "Methods of Administration". They became effective in Texas by action of the State Board of Education on June 12, 1980. Staff of the Texas Education Agency conduct on-site monitoring throughout the state using an instrument entitled "Vocational Education Compliance Monitoring Instrument."

A number of occupational fields have traditionally been dominated by one sex or the other. The following report discusses the enrollment of females and males by vocational education program for fiscal years 1981 through 1987. Figures and tables on the following pages depict the percentages of females and males enrolled in each of the vocational programs on the secondary and post-secondary levels.

Tables in the Appendixes A-H reveal additional status information regarding vocational education programs in Texas. Appendixes I and J provide information on the status and education of females.

TEXAS VOCATIONAL EDUCATION

WORKING TOGETHER TO BUILD EQUITY!

TERMS DEFINED

1. **Consumer and Homemaking Education Programs:** Programs, services, and activities at all educational levels that prepare students for the occupation of homemaking.
2. **Cooperative Vocational Education:** Cooperative vocational education is a program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction, by alternation of study in school with a job in any occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.
3. **Fiscal Year:** A fiscal year, for the purposes of the Vocational Education Data System, is defined as the period of time beginning July 1 and terminating on the following June 30, and identified by the year in which it ends. For example, the period of time between July 1, 1984 and June 30, 1985, is termed fiscal year 1985 (FY 85).
4. **Nontraditional Student:** A student enrolled in a vocational education course once considered appropriate for the other sex.
5. **Pre-employment Laboratory Training:** Pre-employment laboratory training programs are conducted in a classroom setting and are designed to provide high school students with practical and technical training in specific occupational programs. Students completing the program should possess the necessary skills and knowledge to enter the occupation for which training has been provided.
6. **Post-Secondary Institution (PSI):** A nonprofit institution legally authorized to provide post-secondary education within a state for persons 16 years of age or older who have graduated from or left elementary or secondary school.
7. **Post-Secondary Student:** A person who is enrolled in a vocational instructional program identified by six-digit CIP codes for which credit is given toward an associate degree. Persons who are pursuing a certificate or license rather than an associate degree even though they may be concurrently receiving credit toward an associate degree shall be classified as adults.
8. **Secondary Student:** A person in grades 6-12 (pursuing a high school diploma) who is enrolled in a vocational instructional program identified by a six-digit CIP code, or who is served through other vocational programs, services, or activities.
9. **Vocational Education:** Vocational instructional programs and other programs, services, and activities which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation (upgrading and retraining) for a career requiring other than a baccalaureate or advanced degree. Instructional programs may be designed for: (1) persons in high school, (2) persons who have completed or left high school and who are available for study in preparation for entering the labor market, (3) persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment, (4) disadvantaged persons, (5) handicapped persons, and (6) persons of limited English proficiency.
10. **Vocational Objective:** The intended occupational outcome of training and other preparation as stated or implied by the individual student. The vocational objective is usually stated in terms of a specific occupation or cluster of occupations.

A good way for a woman to increase her earnings is to prepare for employment in a non-traditional field.

Student Enrollment In Vocational Education
Local Education Agencies
Secondary Level

Enrollment of students is encouraged in courses nontraditional to their sex.

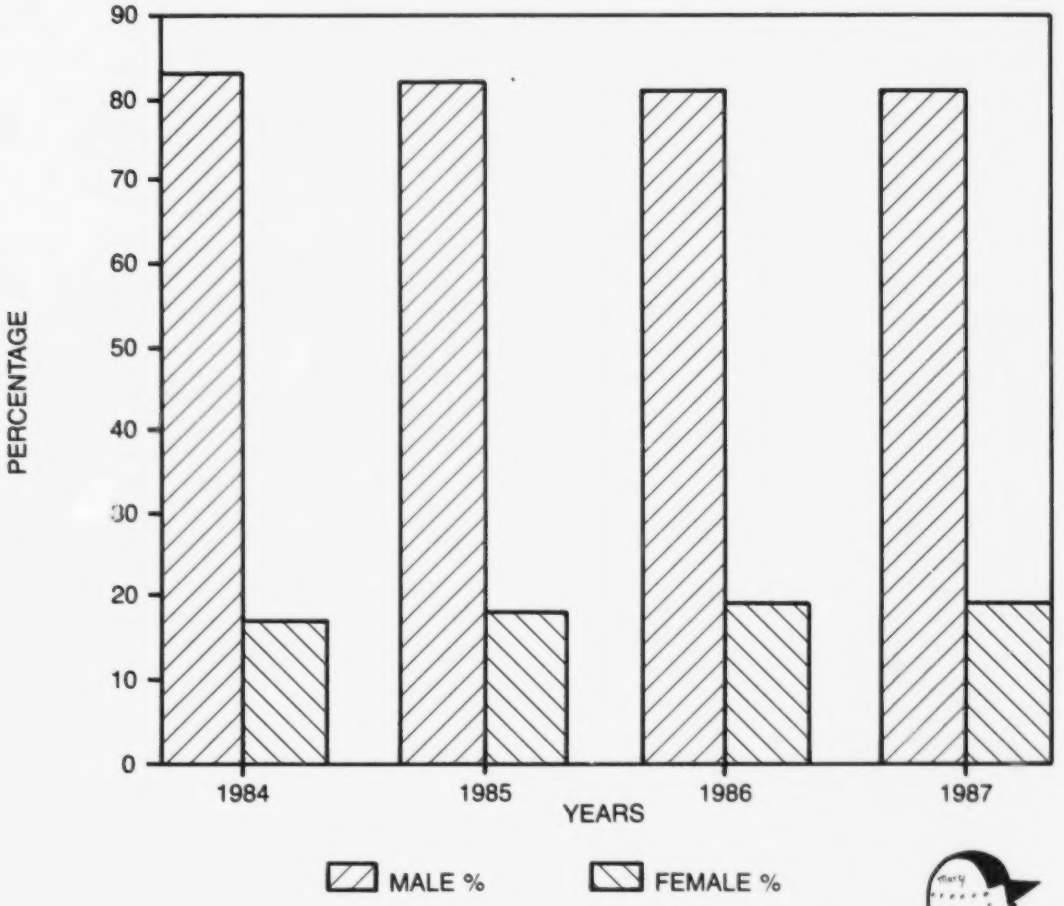


Figure 1
Agriculture Education

AGRICULTURE EDUCATION

Secondary: Agriculture education, a nontraditional female program, has shown a two percent increase from 1984-1987 as Figure 1 shows and a five percent increase in female enrollment over the seven year period reflected in Table I. Table II depicts an increase in the number of female students during 1984-1987.

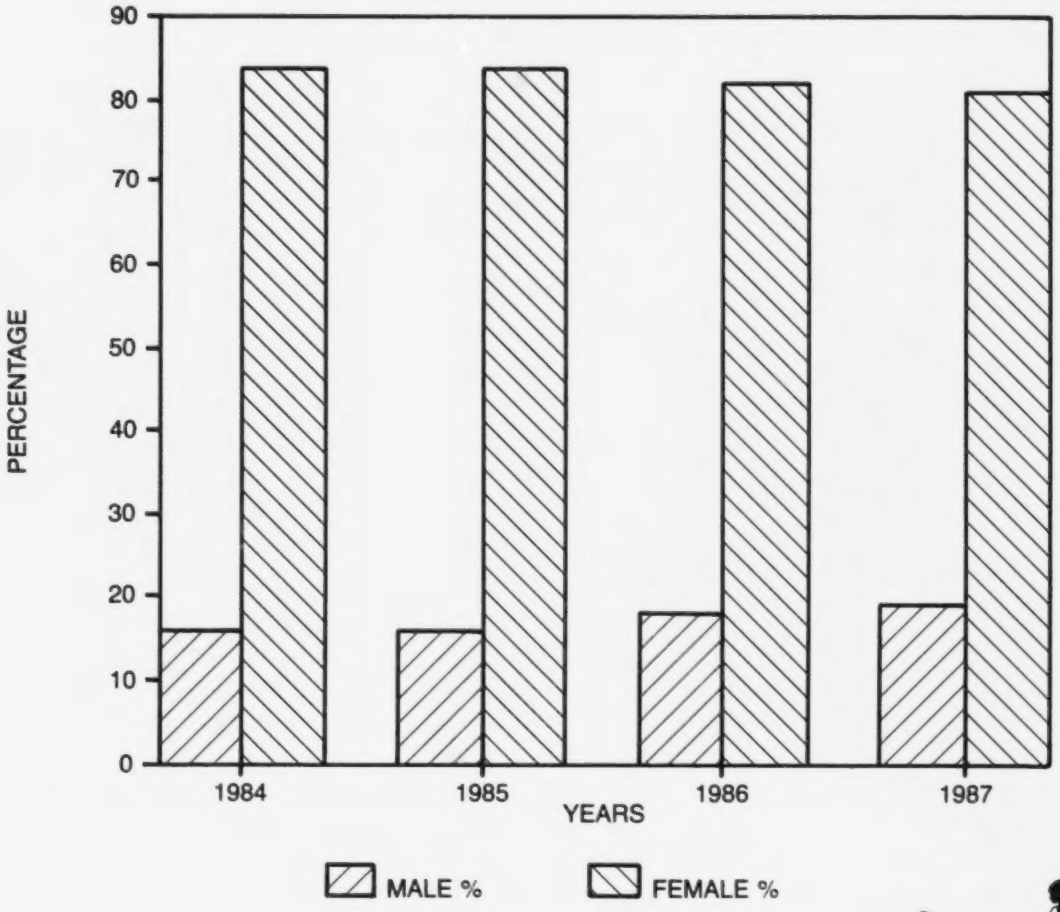


Figure 2
Business and Office Occupations

BUSINESS AND OFFICE OCCUPATIONS

Secondary: Business and office education is a program stereotyped for females. Figure 2 reveals a three percent increase of male enrollment from 1984 to 1987. Table I demonstrates a gradual increase in male enrollment from twelve percent to nineteen percent for 1981 to 1987. Table II illustrates an overall increasing number of students in business and office occupations.

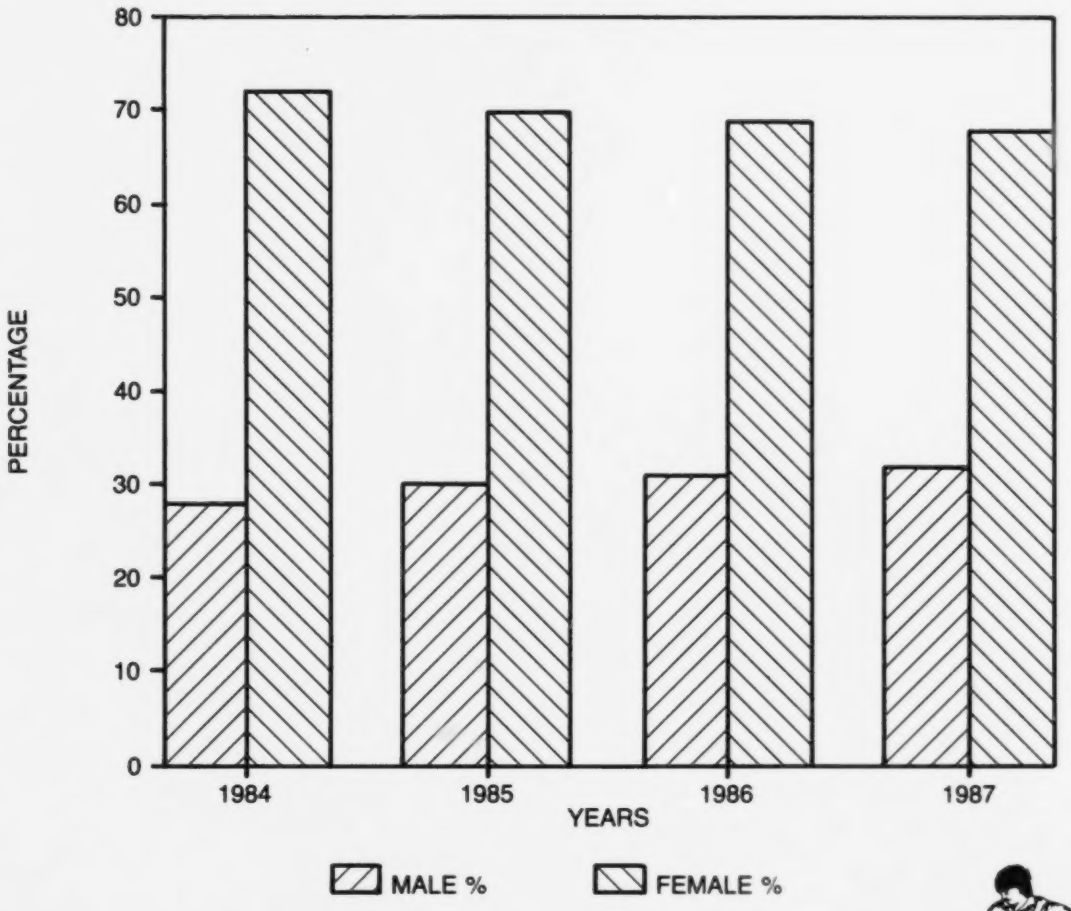


Figure 3
Consumer and Homemaking Education

CONSUMER AND HOMEMAKING EDUCATION

Secondary: Traditionally dominated by female students, enrollment of males in secondary consumer and homemaking education has shown an upward trend. Figure 3 illustrates an increase in male enrollment of four percent from 1984 to 1987. A gradual increase of six percent of male enrollment for 1981 through 1987 is depicted in Table I. Table II shows increasing numbers of male enrollment for 1984 through 1986 with a slight decline in the number of male students in 1987 enrolled in consumer and homemaking education, the largest area of vocational occupation education.

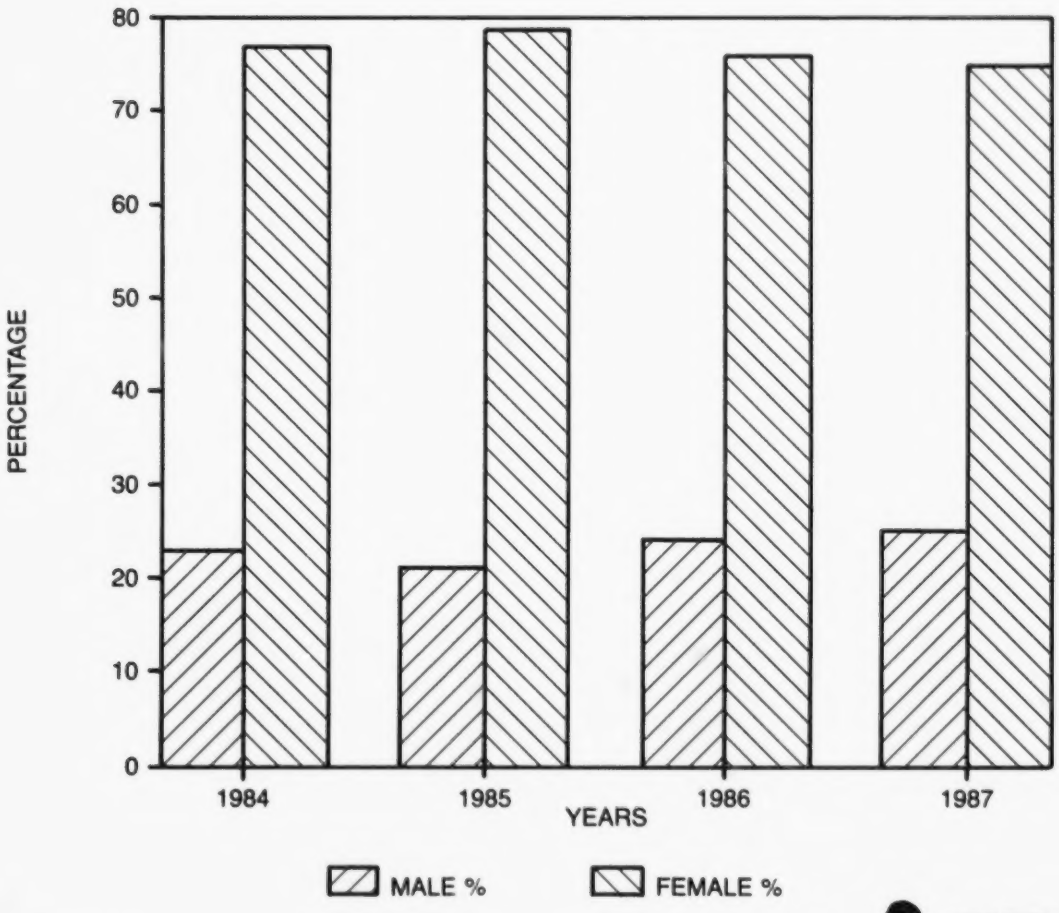


Figure 4
Health Occupations

HEALTH OCCUPATIONS

Secondary: A predominantly female program, allied health occupations education has shown an overall increase in the percentage of male students for 1984 to 1987, as seen in Figure 4. Table I depicts an overall increase also for the seven year period, 1981 through 1987. Percentages of males enrolled in health occupations education increased to 23 percent in 1983 and 1984, dropped to 21 percent in 1985, then increased in 1986 and 1987 to recover the upward trend of male enrollment. Table II shows the numbers of students enrolled in health occupations.

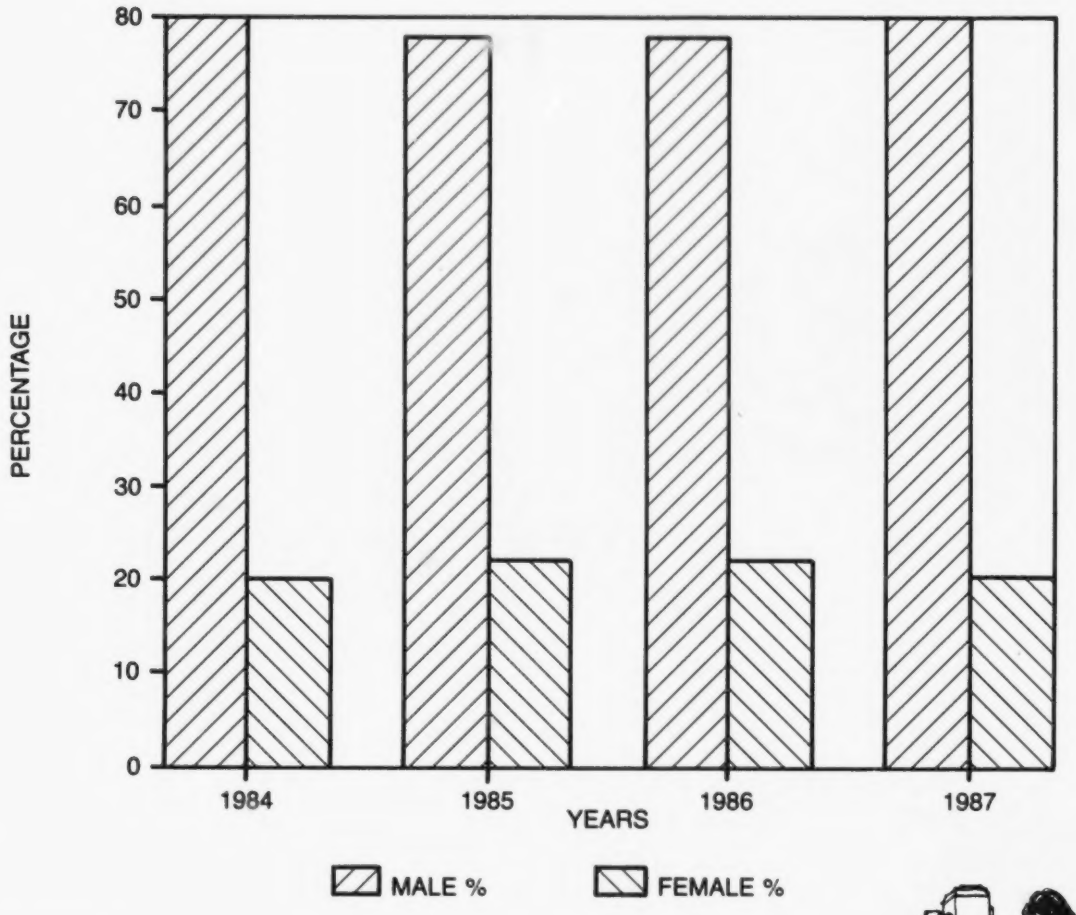
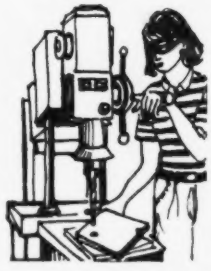


Figure 5
Industrial Arts Education



INDUSTRIAL ARTS EDUCATION

Secondary: Figure 5 illustrates the percentages of female and male students in the male sex-typed industrial arts education program. Female enrollment increased to 22 percent in 1985 and 1986 and dropped back down to twenty percent in 1987. Table I illustrates the percentages of students in industrial arts education for 1981 through 1987. A slight increase in the number of students enrolled in the 1984 through 1987 school years is revealed in Table II.

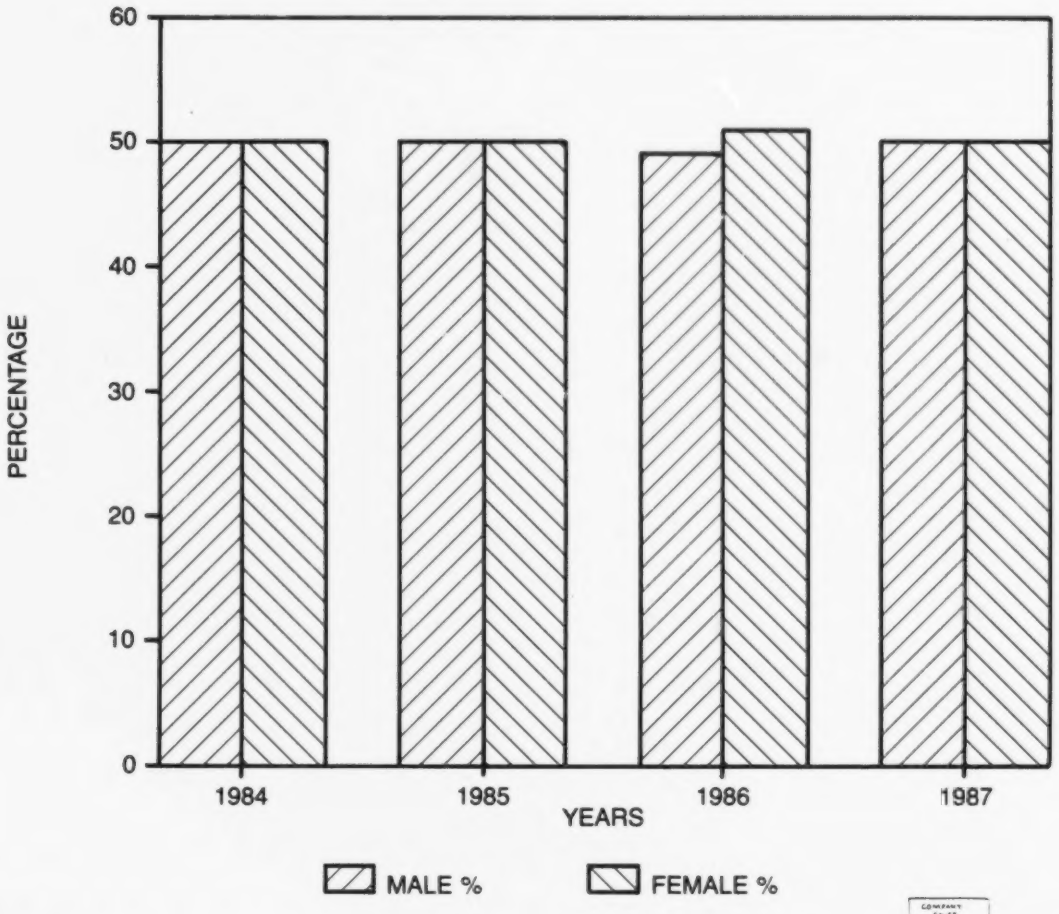


Figure 6
Marketing Education

MARKETING AND DISTRIBUTIVE EDUCATION

Secondary: Marketing and distributive education has historically been a sex neutral occupational program. Figure 6 depicts an increase in the percentage of female students in 1986. Table I shows this essentially equal female and male enrollment for the seven-year period. The years 1984 and 1985 showed an increase in student enrollment with a decline in 1986, while 1987 revealed another increase, as seen in Table II.

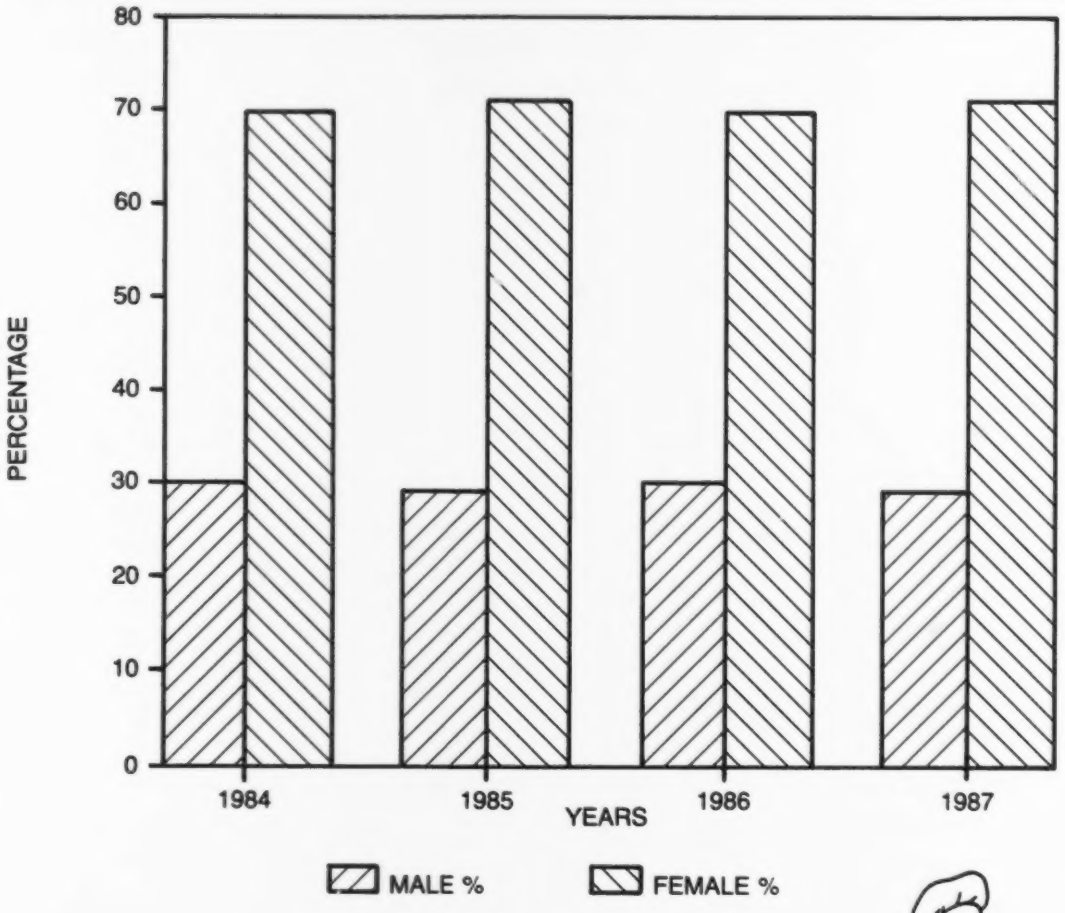


Figure 7
Occupational Home Economics

OCCUPATIONAL HOME ECONOMICS

Secondary: Occupational home economics, a female dominated program, has had only a slight change in percentage of male enrollment during 1984-1987 as shown in Figure 7. The same trend is reflected during 1981 to 1987, as Table I reflects. Male enrollment increased to an all-time high of 30 percent in 1984 and 1986 and then dropped back down to 29 percent in 1985 and 1987. Table II reveals a slight decrease in enrollment of students during 1984 and 1985, while there was a slight decrease in number of students in 1986, with a slight increase of enrollment during 1987.

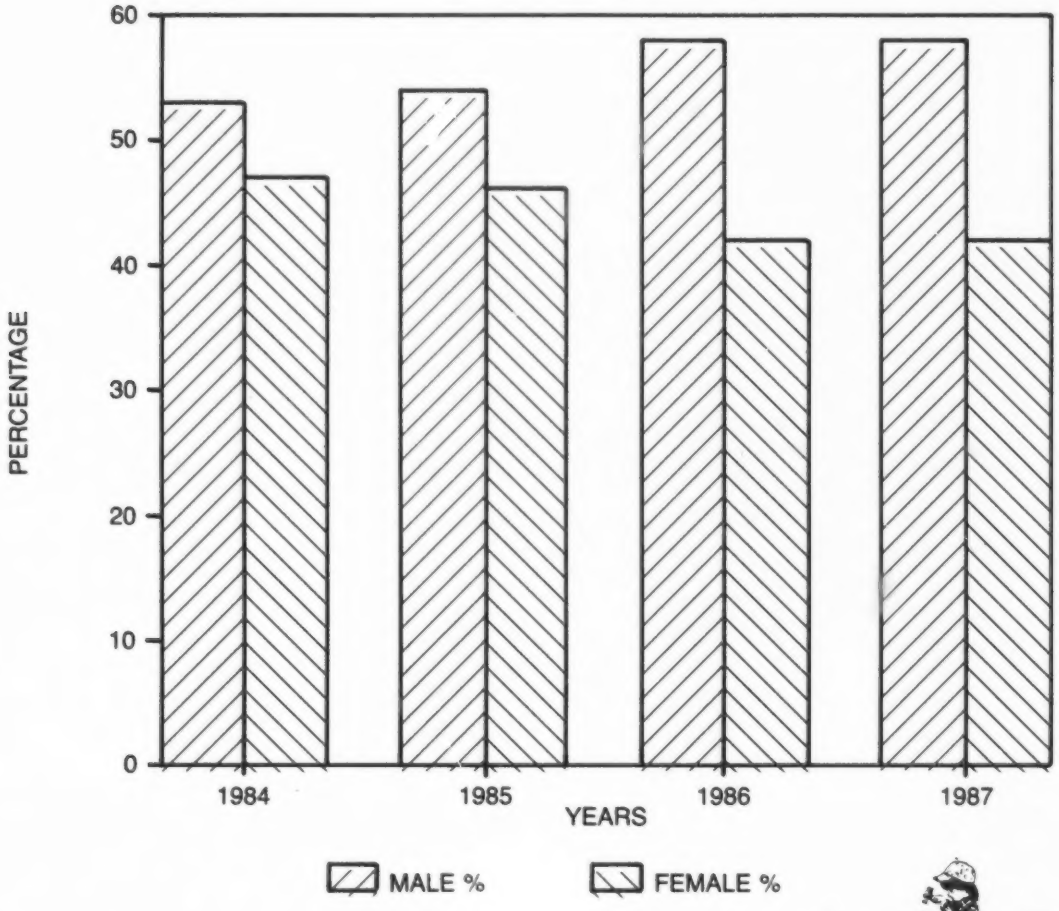


Figure 8
Occupational Orientation

OCCUPATIONAL ORIENTATION

Secondary: Occupational orientation and pre-vocational education assists students in making informed occupational choices. Figure 8 depicts a slight increase in percentage of male enrollment and a slight decrease in percentage of female enrollment from 1984 to 1987. Table I demonstrates an increase of female enrollment to 47 percent from 1982 to 1984 and a drop to an all-time low of 42 percent female enrollment in 1986 and 1987. Table II shows a slight decrease in student enrollment in 1985 and an almost constant increase in student enrollment during 1986 and 1987.

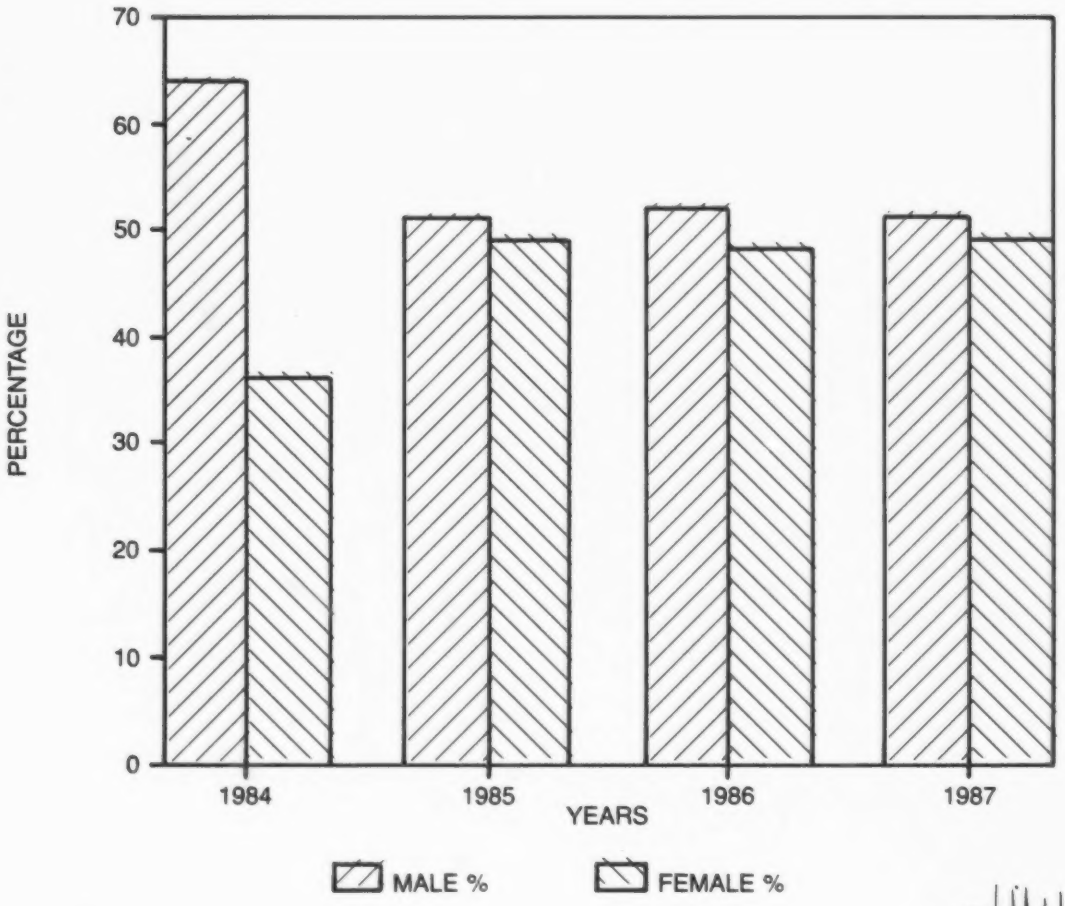


Figure 9
Technical Education

TECHNICAL EDUCATION

Secondary: Secondary technical education, which offers electronics and robotics programs, has changed from a male sex-typed program to an essentially sex neutral program. Figure 9 graphically illustrates the decrease in percent of females enrolled in 1984, but shows an almost constant increase in percentage of females enrolled in 1985, 1986, and 1987. Table I illustrates that in 1983, a low of 30 percent female enrollment existed; in 1984, the figure had risen to 36 percent; and in 1985 and 1987, 49 percent of all students enrolled in technical education were female. Table II reveals an almost constant increase of over 1000 students enrolled for 1984, 1985, 1986, and 1987.

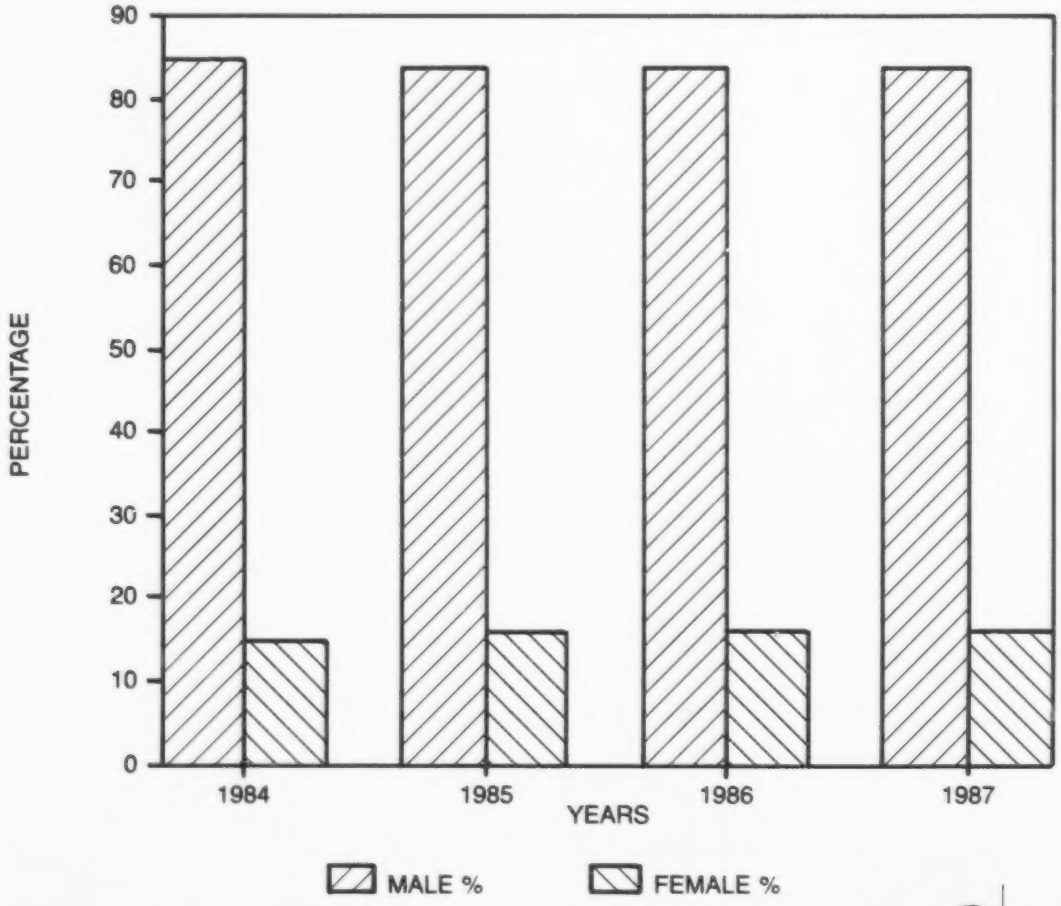


Figure 10
Trade and Industrial Education

TRADE AND INDUSTRIAL EDUCATION

Secondary: Trade and industrial education programs include auto mechanics, printing, drafting, air conditioning and refrigeration, electrical training, industrial cooperative training, and cosmetology. With the exception of cosmetology, all of these areas are nontraditional for females. Figure 10 illustrates an almost stable percent of students enrolled during 1984, 1985, 1986, and 1987. A slight increase in overall enrollment of students during 1984, 1985 and 1986 is illustrated in Table II; however there was a decrease in 1987. Female enrollment has remained essentially the same for the seven year period depicted in Table I. Female enrollment decreased to fifteen percent from 1982 to 1984 and then recovered to sixteen percent of total enrollment for the remaining years.

Summary of Student Enrollment In Vocational Education In Local Education Agencies — Secondary Level

Females are encouraged to enroll in areas considered nontraditional to their gender.

TABLE I
NUMBER AND PERCENTAGES OF FEMALE AND MALE STUDENTS ENROLLED IN VOCATIONAL OCCUPATIONAL EDUCATION IN LOCAL EDUCATION AGENCIES — SECONDARY LEVEL

PROGRAM	1981		1982		1983		1984		1985		1986		1987	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Agriculture Education	14	86	11	89	16	84	17	83	18	82	19	81	19	81
Business & Office Occupations	88	12	85	15	86	14	84	16	84	16	82	18	81	19
Consumer & Homemaking Education	74	26	73	27	72	28	72	28	70	30	69	31	68	32
Health Occupations	81	19	80	20	77	23	77	23	79	21	76	24	75	25
Industrial Arts Education	20	80	19	81	19	81	20	80	22	78	22	78	20	80
Marketing Education	52	48	51	49	51	49	50	50	50	50	51	49	50	50
Occupational Home Economics	75	25	73	27	71	29	70	30	71	29	70	30	71	29
Occupational Orientation	45	55	47	53	47	53	47	53	46	54	42	58	42	58
Technical Education	38	62	32	68	30	70	36	64	49	51	48	52	49	51
Trade & Industrial Education	16	84	15	85	15	85	15	85	16	84	16	84	16	84
Grand Total	**50**	**50**	**48**	**52**	**48**	**52**	**49**	**51**	**49**	**51**	**49**	**51**	**48**	**52**
	487,720		**493,696**		**497,837**		**513,238**		**523,827**		**543,248**		**533,081**	

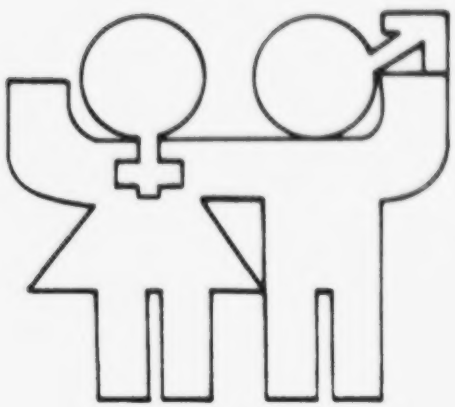
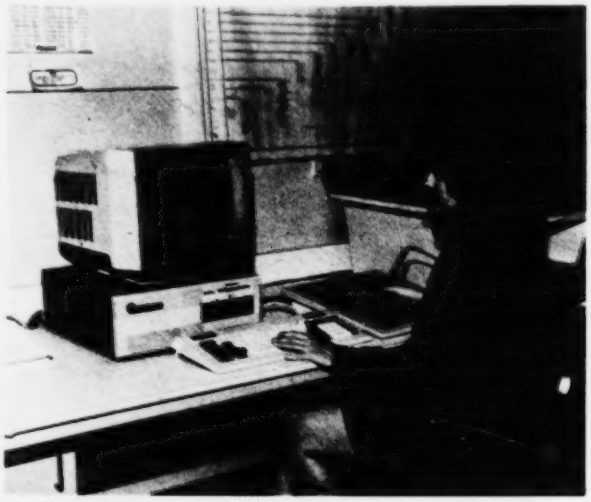


TABLE II
NUMBER AND PERCENTAGES OF FEMALE AND MALE STUDENTS ENROLLED IN VOCATIONAL OCCUPATIONAL EDUCATION IN LOCAL EDUCATION AGENCIES — SECONDARY LEVEL

	1984					1985				
PROGRAM	**Number**	**F %**	**F #**	**M #**	**M %**	**Number**	**F %**	**F #**	**M #**	**M %**
Agriculture Education	60,725	17	10,323	50,402	83	57,921	18	10,426	47,495	82
Business & Office Occupations	31,564	84	26,514	5,050	16	33,034	84	27,749	5,285	16
Consumer & Homemaking Education	181,093	72	130,387	50,706	28	190,909	70	133,636	57,273	30
Health Occupations	6,600	77	5,082	1,518	23	5,699	79	4,502	1,197	21
Industrial Arts Education	58,993	20	11,799	47,194	80	60,223	22	13,249	46,974	78
Marketing Education	27,560	50	13,780	13,780	50	29,819	50	14,910	14,910	50
Occupational Home Economics	27,520	70	19,264	8,256	30	25,239	71	17,920	7,319	29
Occupational Orientation	49,306	47	23,174	26,132	53	48,417	46	22,272	26,145	54
Technical Education	1,557	36	561	996	64	3,362	49	1,647	1,715	51
Trade & Industrial Education	68,320	15	10,248	58,072	85	69,204	16	11,073	58,131	84
Grand Total	**513,238**	**48.8**	**250,460**	**262,107**	**51.2**	**523,827**	**50.5**	**264,533**	**259,294**	**49.5**

	1986					1987				
PROGRAM	**Number**	**F %**	**F #**	**M #**	**M %**	**Number**	**F %**	**F #**	**M #**	**M %**
Agriculture Education	56,010	19	10,642	45,368	81	56,436	19	10,723	45,713	81
Business & Office Occupations	34,403	82	28,210	6,193	18	36,316	81	29,416	6,900	19
Consumer & Homemaking Education	200,080	69	138,055	62,025	31	187,913	68	127,781	60,132	32
Health Occupations	5,904	76	4,487	1,417	24	6,337	75	4,753	1,584	25
Industrial Arts Education	60,720	22	13,358	47,362	78	60,854	20	12,171	48,683	80
Marketing Education	23,617	51	12,045	11,572	49	30,016	50	15,008	15,008	50
Occupational Home Economics	22,907	70	16,035	6,872	30	24,166	71	17,158	7,008	29
Occupational Orientation	56,228	42	23,616	32,612	58	56,183	42	23,597	32,586	58
Technical Education	4,453	48	2,137	2,316	52	5,890	49	2,886	3,004	51
Trade & Industrial Education	78,926	16	12,628	66,298	84	68,970	16	11,035	57,935	84
Grand Total	**543,248**	**49.5**	**268,908**	**274,340**	**50.5**	**533,081**	**49.1**	**261,743**	**271,338**	**50.9**

Projects to Eliminate Sex Bias and Sex Stereotyping



Project efforts emphasize strengthening sex equity and eliminating sex bias and sex stereotyping.

PROJECTS TO ELIMINATE SEX BIAS AND SEX STEREOTYPING

The Carl D. Perkins Vocational Education Act provides funding for projects to eliminate sex bias and sex stereotyping in vocational education administered through the Texas Education Agency and the Texas Higher Education Coordinating Board, Texas College and University System. These projects have resulted in materials for overcoming sex bias and sex stereotyping including pamphlets, posters, and guides for teachers and administrators; workshops to assist students and school personnel in becoming aware of sex equity; and exemplary and innovative sex equity programs. Lists of the projects and the institutions receiving funds in 1984, 1985, 1986, and 1987 are given in this status report.

TEXAS
VOCATIONAL EDUCATION

PROMOTES
SEX EQUITY

SEX BIAS/STEREOTYPING PROJECTS
FY 1984

1. REGION II EDUCATION SERVICE CENTER — $40,000

   "FORUM FOR CHANGE: A Coordinating Model for High School and Community College Educators to Promote Equal Access in Vocational Education in Texas"

2. REGION XIII EDUCATION SERVICE CENTER — $23,499

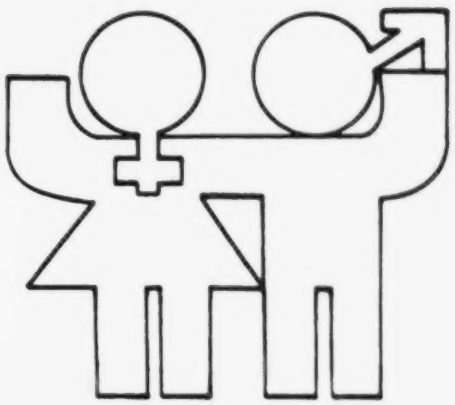
   "LASER BEAM Newsletter"
   This vocational equity newsletter was distributed statewide.

3. CENTRAL TEXAS COLLEGE — $29,987

   "Equal Access — Develop and Disseminate a Method for Public Schools and Community/Junior Colleges to Encourage Students to Select Nontraditional Training and Prepare for Job Experience"

4. YSLETA INDEPENDENT SCHOOL DISTRICT — $39,987

   "Equal Access — Develop and Test a Model for Linking Education and Industry in Preparing Students for Nontraditional Jobs"



SEX BIAS/STEREOTYPING PROJECTS
FY 1985

1. REGION II EDUCATION SERVICE CENTER, CORPUS CHRISTI

   "FORUM FOR CHANGE: Regional Workshops for High School and Community College Educators to Promote Equal Access in Vocational Education in Texas"

2. UNIVERSITY OF HOUSTON, HOUSTON

   "Dissemination of Vocational Education Equal Access Information"

3. REGION XIII EDUCATION SERVICE CENTER, AUSTIN

   "LASER BEAM Newsletter'
   This equity newsletter was circulated throughout the state.

4. DALLAS COMMUNITY COLLEGE, DALLAS

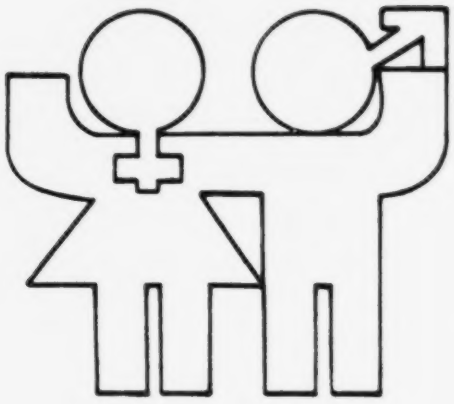
   "EVERYWOMAN PROJECT"
   This involved three campuses that counseled and placed women into nontraditional occupations. Additionally, a newsletter was produced and circulated widely.

5. YSLETA INDEPENDENT SCHOOL DISTRICT, EL PASO

   "To Develop and Test a Model for Linking Education and Industry in Preparing Students for Nontraditional Jobs"

6. THE AMERICAN EDUCATIONAL COMPLEX COLLEGE DISTRICT, KILLEEN

   "Regional Workshops for Equal Access Personnel and Secondary and Post-Secondary Schools"



SEX BIAS/STEREOTYPING PROJECTS
FY 1986

1. HITCHCOCK INDEPENDENT SCHOOL DISTRICT — $35,000

   "Personal Planning and Self-Awareness for Teenaged Women and Men." The Girls Clubs of America curriculum materials entitled "Choices and Challenges" were tested in the occupational investigation and home economics classes. This proved to be very successful. The school is now using these materials district wide. Presentations of the results of this project have been given by the project director to the state equity conference and local school districts.

2. TEXAS A&M UNIVERSITY, COLLEGE STATION — $40,000

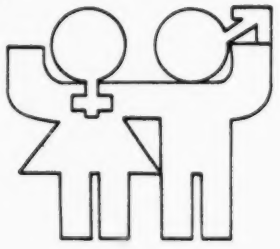
   "Project WINC: A Field Test of U.S. Department of Labor Women's Bureau Curriculum Material for Women in Nontraditional Careers." Personnel from 11 gulf coast colleges were trained with the WINC materials; they in turn assisted in a sex equity conference using the WINC materials on their campuses. The evaluations showed that the workshops assisted the participants in determining educational and training requirements and resources available to them. They made valuable contacts with counseling personnel and successful women in nontraditional careers. Most importantly, the workshops helped the participants explore alternate career choices by interacting with women who were successful in nontraditional types of careers. A concluding statewide equity/dissemination conference was conducted for dispensing final results and materials.

3. REGION V EDUCATION SERVICE CENTER, BEAUMONT — $40,000

   "Dissemination of Equal Access Information." This project developed and disseminated a document containing pertinent information about equal access, nontraditional occupations, and methods to combat sex bias and sex stereotyping. Three quarterly publications were produced and mailed throughout the state to counselors, teachers, and administrators.

4. NORTH TEXAS STATE UNIVERSITY, DENTON — $30,000

   "A Study of Equity in the Apprenticeship Program." Two documents were produced: one analyzed enrollment data by apprenticeship program and by sex; the second document listed the location of the apprenticeship programs in Texas, the qualifications for entering, and the name and address of the persons responsible for receiving applications into the apprenticeship programs.



SEX BIAS/STEREOTYPING PROJECTS
FY 1987

Projects to Eliminate Sex Bias/Sex Stereotyping in Vocational Education Programs in School Districts

1. HITCHCOCK INDEPENDENT SCHOOL DISTRICT — $5,971

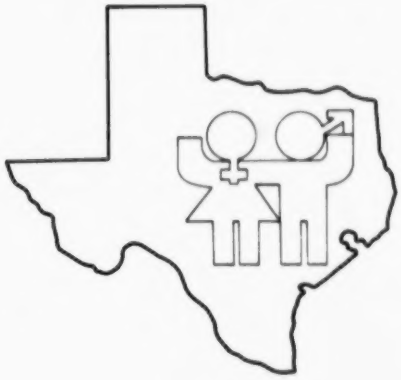
   Twenty-five students received training in night classes for "Life Planning for Nontraditional Occupations." At the conclusion of the classes, five received financial assistance to attend College of the Mainland, one entered the armed forces, one student returned to high school full time and was enrolled in vocational education training, two students received scholarships to continue training at the local community college, one student was able to move out of public housing after being placed on a job, and one student was employed as a secretary for the school district and the remainder were placed in entry level jobs. Additionally, all of the students are capable of operating an IBM compatible computer and can access the hands-on computer center assessment.

2. EL PASO INDEPENDENT SCHOOL DISTRICT — $34,147

   Presentations on nontraditional occupations and other vocational and work training subjects were developed and presented to over 1,000 students and professionals. Two of the most successful presentations were "Women, Work, and Change" and "Women in American History." As a result, more students and staff of El Paso Independent School District are learning about nontraditional occupations and the need for vocational education training for females. This project received the sex equity award from the National Coalition of Women and Girls in Education for 1987.

3. FORT WORTH INDEPENDENT SCHOOL DISTRICT — $39,975

   This was a project conducted at the Fort Worth Independent School District Adult Education Center. One hundred seventy-three students participated in a variety of vocational education training. Prior to that, they participated in seminars on decision making, occupational planning, self image, goal setting, community resource, and were placed in vocational education training and on the job working full and part time.



Projects to Prepare Students for Nontraditional Careers

1. YSLETA INDEPENDENT SCHOOL DISTRICT — $20,000

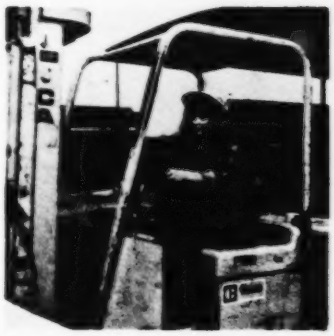
   A newsletter entitled *VOICE* — "Vocational Options in Creating Equity" was developed. Three double issues were distributed during the year. There were special sections for students, teachers, parents, and a section for general information. Four thousand people received the *VOICE*. This assured that at least 12,000 individuals were contacted and informed about the need, especially for women, for higher pay and higher placement.

2. NORTH TEXAS STATE UNIVERSITY — $59,880

   Working with three local school districts (Keller, Denton, and Grand Prairie), a project entitled "Student Information About Nontraditional Careers (SINC)," was developed and tested at district workshops across the state and at a statewide workshop. Approximately 525 students, teachers, and counselors were involved. As a result, students in Texas schools will be given more current and appropriate information about nontraditional occupations and the need for them.

   The information developed from this project is being used during FY 1988 to train the new secondary vocational education sex equity coordinators, and it is being used for regional workshops for post-secondary counselors, teachers, and vocational administrators.

STUDENT ENROLLMENT IN VOCATIONAL EDUCATION — POST-SECONDARY LEVEL



Females are encouraged to pursue abilities and interests when making decisions on career choices.

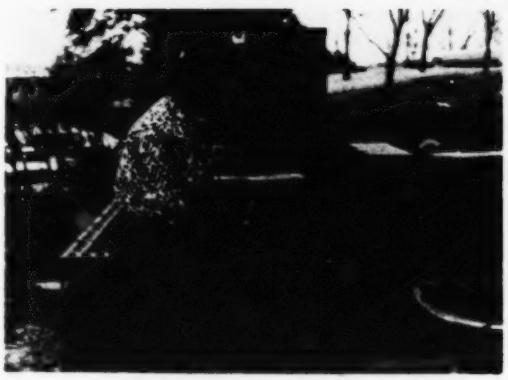


TABLE III
NUMBER AND PERCENTAGES OF FEMALE AND MALE STUDENTS ENROLLED IN VOCATIONAL EDUCATION — POST-SECONDARY LEVEL*

	1985-86					1986-87				
PROGRAM	**Number**	**F %**	**F #**	**M #**	**M %**	**Number**	**F %**	**F #**	**M #**	**M %**
Degree and Certification	185,461	50.3	93,291	92,170	49.7	207,852	51.3	106,649	101,203	48.7
Adult-Credit or Non-Credit	239,093	40.9	97,804	141,289	59.1	241,711	42.7	103,232	138,479	57.3
Grand Total	**424,554**	**45.0**	**191,095**	**233,459**	**55.0**	**449,563**	**46.7**	**209,881**	**239,682**	**53.3**

*INFORMATION RECEIVED VIA TELEPHONE FROM MIKE WALTHALL — TEXAS HIGHER EDUCATION COORDINATING BOARD, TEXAS COLLEGE AND UNIVERSITY SYSTEMS 1/18/88

Table III illustrates an increase for the total number of students enrolled in both post-secondary programs for 1985 through 1987. For degree and certification programs and for adult-credit or non-credit programs, there were slight increases in the percentage of female students and a slight decrease for males enrolled.

Women are providing for about 90% of the one-parent families.

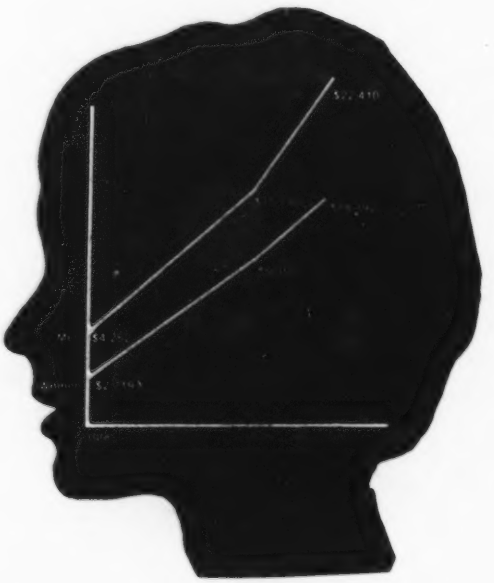
Source: Women's Bureau,
U.S. Dept. of Labor, 1984

TABLE IV
PERCENTAGES OF FEMALE AND MALE STUDENTS ENROLLED IN VOCATIONAL EDUCATION — POST-SECONDARY LEVEL

PROGRAM	1981		1982		1983		1984		1985	
	F	M	F	M	F	M	F	M	F	M
Agriculture Education	21	79	35	65	24	76	29	71	36	64
Business & Office Occupations	73	27	68	32	68	32	67	33	66	34
Consumer & Homemaking Education	87	13	91	9	87	13	85	15	80	20
Health Occupations	82	18	85	15	82	18	79	21	76	24
Industrial Arts Education	45	55	47	53	47	53	7	93	24	76
Marketing Education	50	50	52	48	47	53	48	52	52	48
Occupational Home Economics	93	7	95	5	82	18	85	15	90	10
Technical Education	18	82	17	83	15	85	16	84	22	78
Trade & Industrial Education	14	86	15	85	18	82	23	77	24	76

Table IV outlines the percentage of student enrollment in post-secondary vocational programs for 1981 through 1985. An increase of female enrollment over the five years 1981-85 was revealed in agriculture education, marketing education, technical education and trade and industrial education.

The gap between the earnings of women and men has more than doubled since 1955. Women who work year-round at full time jobs earn only 64¢ for every dollar earned by men.



Source: U.S. Dept of Labor,
Women's Bureau, 1984

Suggestions For Action To Foster Sex Equity*

Encourage students to make career choices based on their abilities and interests, not based on gender.

*Adopted from *Arkansas Status Report 1985-86*

Suggestions for Publicity

An important component of the sex equity program is the publicizing of opportunities for nontraditional students. There are a number of promotional efforts which can be undertaken. Among them:

- Develop and submit news releases and feature stories to local media, publicizing the availability of training programs and highlighting the success of nontraditional students.
- Hold a "media day" at local schools and invite members of the local media to visit the vocational education facilities and observe training programs.
- Develop a slide presentation on the vo-tech programs offered by the school, assuring that slides which depict nontraditional students are included in the presentation.
- Design and distribute local recruiting brochures, fliers and posters which depict nontraditional students.
- Appear on local radio and TV shows to discuss and promote opportunities for nontraditional students.
- In local newspaper ads, radio and TV spots, be sure to encourage nontraditional enrollment.
- Work with local radio or TV stations to develop public service announcements.
- Speak to meetings of local community groups to let them know about educational opportunities for nontraditional students.
- Develop a mailing list and use it to keep interested groups and individuals informed about training opportunities.

Suggestions for Recruiting

In addition to the publicity efforts listed above, there are a number of other steps which local schools can take to recruit nontraditional students:

- Host open house or career day and include tours, workshops and question-and-answer sessions about vocational education.
- Ask nontraditional students and graduates to serve as role models for panel discussion programs, career days or other recruiting programs.
- Use nontraditional scholarships now available at the post-secondary level to encourage enrollment of students who would otherwise be financially unable to participate in training programs.
- Review all recruiting materials to assure sex fairness.
- Post-secondary schools can send letters to secondary schools to inform them of former students who enroll in programs nontraditional to their sex.
- Maintain continuing contact with community groups to keep them informed about training opportunities.
- Offer "mini courses" which provide an orientation and introduction to course offerings.
- Maintain contact with staff at your school and other schools and seek their help in identifying potential nontraditional students. Ask other teachers to visit vocational classes.
- Encourage counselors to promote nontraditional enrollment. Invite them to visit vocational classes. Ask them to help identify potential nontraditional students.

Suggestions for Retention

Retention of students is the key to a successful sex equity program. There are many actions that can be taken to support and encourage the nontraditional student in vocational classes. Some of the more successful are listed below:

- Provide in-service training for administrative staff, teachers and counselors on the sex equity program. Periodically monitor training situations to assure they are presented in a nonbiased manner.
- At the post-secondary level, utilize nontraditional scholarships for students who need financial assistance in order to remain in training programs.
- Provide support, guidance services and encouragement through such means as group sessions, support groups, counseling, a "buddy" system, and peer counseling.
- Provide follow up counseling for students who have been placed in nontraditional jobs. Learn from them what would be helpful to current students.
- Publicize the success of nontraditional students.
- Conduct special introductory briefing sessions at the beginning of a course so that nontraditional enrollees can become familiar with terms, tools and conventions.
- Establish intern programs to enhance employment opportunities for nontraditional students.
- Establish an awards program for local employers for their support in hiring nontraditional students and give publicity to these awards so that students will be aware that employment opportunities exist.
- Be sure that a positive attitude toward nontraditional students is demonstrated by school administrators, teachers and staff.
- Talk informally with nontraditional students to keep updated on their progress and to learn of any problems encountered.
- Plan field trips to places of employment so that nontraditional students can see employment situations.
- Assure an appropriate representation of both sexes on local advisory committees.
- Provide equipment and facilities on an equal basis for both sexes.
- Invite nontraditional speakers to vocational classes.

Suggestions for Follow Up

For nontraditional students, graduation from a vocational-technical program is only a first step in a journey toward acceptance in a career field predominated by the opposite sex. How can a school provide effective follow up during employment? These ideas may prove helpful:

- Help the student prepare for job interviews.
- Arrange small-group discussions among nontraditional employees in the local community.
- Provide role-playing opportunities, posing possible scenarios of harassment or overprotection.
- Continue contact between graduates and former instructors to assure encouragement and support.
- Make formal presentations to employer groups to discuss nontraditional employment. A supportive employer in the community can host such a group.
- Visit local employers and become acquainted.

Appendixes

Appendix A

TABLE V
SECONDARY VOCATIONAL PROGRAMS ENROLLMENT
1982-83 THROUGH 1986-87*

PROGRAM AREAS	1982-83	1983-84	1984-85	1985-86	1986-87	PERCENT CHANGE OVER 5 YEARS
Agriculture Education	61,099	60,725	57,921	56,279	56,436	-7.63
Allied Health	6,357	6,600	5,699	5,953	6,337	-0.31
Business & Office	29,277	31,564	33,034	35,395	36,316	24.04
Consumer & Homemaking Education	172,424	181,093	190,909	200,080	187,913	8.98
Industrial Arts	59,180	58,993	60,223	60,720	60,854	2.82
Marketing	26,584	27,560	29,819	29,675	30,016	12.91
Occupational Home Economics	26,355	27,520	25,239	24,304	24,166	-8.30
Occupational Orientation Pre-Vocational Education**	45,082	49,306	48,417	56,228	56,183	NA
Technical Education	1,765	1,557	3,362	4,393	5,890	233.71
Trade & Industrial	69,714	68,320	69,204	70,221	68,970	-1.06
Grand Totals	**497,837**	**513,238**	**523,827**	**543,248**	**533,081**	**7.08**

*DATA PRESENTED ARE ORGANIZED BY CLASSIFICATION OF INSTRUCTIONAL PROGRAM (CIP) MAJOR PROGRAM AREAS. 1984-85, 1985-86, AND 1986-87 DATA HAVE BEEN CROSSWALKED FROM TEA EIGHT DIGIT CODES TO CIP CODES FOR COMPARISON WITH EARLIER YEARS.

**PRE-VOCATIONAL EDUCATION WAS FIRST OFFERED IN 1984-85, AND HAD AN ENROLLMENT OF 4,152. THIS FIGURE INCREASED TO 18,349 IN 1985-86 AND TO 19,174 IN 1986-87.

Appendix B

TABLE VI
SECONDARY VOCATIONAL PROGRAM ENROLLMENT
BY SEX, RACE, AND SPECIAL NEEDS CATEGORY
1982-83 THROUGH 1986-87

YEAR	1982-83	1983-84	1984-85	1985-86	1986-87
Total Enrollment	497,837	513,238	523,827	543,248	533,081
Percentage of Enrollment					
Female	48.16	48.76	49.14	48.65	47.81
Male	51.84	51.24	50.86	51.35	52.19
American Indian/Alaskan Native	0.15	0.15	0.14	0.16	0.15
Asian/Pacific Islander	0.73	0.80	0.84	0.96	1.01
Black, Not Hispanic	17.94	17.66	17.68	17.82	17.27
Hispanic	24.74	25.71	26.43	27.71	28.15
White, Not Hispanic	56.44	55.68	54.91	53.36	53.42
Disadvantaged	26.79	26.63	26.52	26.13	28.81
Handicapped	6.51	6.86	6.85	6.57	6.94
Limited English Proficient	2.56	3.10	3.09	3.49	4.60

Appendix C

TABLE VII
SECONDARY VOCATIONAL PROGRAM COMPLETERS
BY SEX, RACE, AND SPECIAL NEEDS CATEGORY
1986-87

COMPLETER STATUS	NUMBER	PERCENTAGE OF TOTAL COMPLETERS
Female	30,925	48.86
Male	32,367	51.15
American Indian/Alaskan Native	167	0.26
Asian/Pacific Islander	538	0.85
Black, Not Hispanic	8,338	13.17
Hispanic	17,674	27.92
White, Not Hispanic	36,575	57.79
Disadvantaged	14,006	22.13
Handicapped	2,321	3.67
Limited English Proficient	1,779	2.81
Total Completers	63,292	

Appendix D

TABLE VIII
EMPLOYMENT STATUS OF SECONDARY VOCATIONAL PROGRAM COMPLETERS
1982-83 THROUGH 1986-87

	1982-83	1983-84	1984-85	1985-86	1986-87
Number of Completers In Follow-Up	72,667	69,824	69,968	62,906	63,292
Employment Status (%)					
Full Time Military	3.31	3.47	3.57	4.39	4.83
Employed in Field Related to Training	36.46	34.76	31.41	29.46	28.76
Employed in Field Not Related to Training	12.75	12.51	12.65	12.59	10.76
Pursuing Additional Education	29.45	31.23	31.58	30.12	34.52
Unemployed (Seeking Employment)	5.12	4.44	4.49	5.23	6.03
Not in Labor Force	3.72	3.64	3.61	3.94	4.25
Status of Student Unknown	9.19	9.95	12.69	14.26	10.86

*FOLLOW-UP SURVEY DATA REPORTED IN A GIVEN YEAR (e.g., 1982-83) ARE FOR STUDENTS WHO COMPLETED A VOCATIONAL PROGRAM IN THE YEAR PRIOR TO THE SURVEY (e.g., 1981-82).

Appendix E

TABLE IX
AVERAGE HOURLY SALARY OF SECONDARY VOCATIONAL PROGRAM COMPLETERS EMPLOYED FULL TIME IN A FIELD RELATED TO TRAINING 1983-84*

PROGRAM AREA**	AVERAGE HOURLY SALARY	NUMBER OF COMPLETERS	FEMALE AVERAGE HOURLY SALARY	NUMBER OF FEMALES	MALE AVERAGE HOURLY SALARY	NUMBER OF MALES
Agriculture Education	5.28	2,101	4.52	172	5.35	1,929
Allied Health	4.75	601	4.62	470	5.21	131
Business & Office	4.90	4,244	4.91	3,960	4.74	284
Marketing	4.77	4,537	4.54	2,185	4.99	2,352
Occupational Home Economics	4.28	2,385	4.07	1,566	4.69	819
Technical Education	5.89	122	4.81	42	6.45	80
Trade & Industrial	5.61	4,743	5.10	862	5.72	3,881
All Programs	5.01	18,783	4.67	9,257	5.34	9,476

*FOLLOW-UP SALARY DATA REPORTED IN 1983-84 ARE FOR STUDENTS WHO COMPLETED A VOCATIONAL PROGRAM AND GRADUATED DURING THE 1984-85 SCHOOL YEAR.

**DATA PRESENTED ARE ORGANIZED BY CLASSIFICATION OF INSTRUCTIONAL PROGRAM (CIP) MAJOR PROGRAM AREAS.

FROM: TEXAS EDUCATION AGENCY VEDS REPORT

Appendix F

TABLE X
AVERAGE HOURLY SALARY OF SECONDARY VOCATIONAL PROGRAM COMPLETERS EMPLOYED FULL TIME IN A FIELD RELATED TO TRAINING 1986-87*

PROGRAM AREA**	AVERAGE HOURLY SALARY	NUMBER OF COMPLETERS	FEMALE AVERAGE HOURLY SALARY	NUMBER OF FEMALES	MALE AVERAGE HOURLY SALARY	NUMBER OF MALES
Agriculture Education	5.10	1,629	4.66	127	5.14	1,502
Allied Health	4.58	388	4.59	329	4.54	59
Business & Office	4.85	3,542	4.83	3,257	5.07	285
Marketing	4.54	4,436	4.35	2,259	4.74	2,177
Occupational Home Economics	4.17	2,096	4.04	1,447	4.47	649
Technical Education	5.11	106	4.87	54	5.37	52
Trade & Industrial	5.28	3,453	4.86	669	5.38	2,784
All Programs	4.79	15,650	4.55	8,142	5.05	7,508

*FOLLOW-UP SALARY DATA REPORTED IN 1986-87 ARE FOR STUDENTS WHO COMPLETED A VOCATIONAL PROGRAM AND GRADUATED DURING THE 1985-86 SCHOOL YEAR.

**DATA PRESENTED ARE ORGANIZED BY CLASSIFICATION OF INSTRUCTIONAL PROGRAM (CIP) MAJOR PROGRAM AREAS.

FROM: TEXAS EDUCATION AGENCY VEDS REPORT

Appendix G

TABLE XI
EMPLOYMENT STATUS OF SECONDARY VOCATION PROGRAM COMPLETERS BY MAJOR PROGRAM AREA 1986-1987*

Program Area**	Total Follow-Up	Employment Status (%) Military	Empl. In Field Rel. To Training	Empl. In Field Not Rel. To Training	Pursuing Additional Education	Unemployed	Not In Labor Force	Status Unknown
Agriculture Education	9,223	5.42	20.46	11.84	46.28	5.55	2.18	8.27
Allied Health	2,089	2.68	21.35	7.61	51.89	4.36	3.64	8.47
Business & Office	12,994	1.76	31.99	7.06	38.76	5.83	5.19	9.40
Marketing	13,361	5.36	39.47	7.51	26.52	4.75	4.39	12.01
Occupational Home Economics	7,610	3.98	31.26	11.77	28.63	7.02	6.96	10.37
Technical	1,689	4.74	6.57	10.83	57.25	2.84	3.20	14.56
Trade and Industrial	16,326	7.17	24.20	15.69	29.22	7.57	3.46	12.69
All Programs	63,292	4.83	28.76	10.76	34.52	6.03	4.25	10.86

*Follow-up survey data reported in 1986-87 are for students who completed a vocational program and graduated during the 1985-86 school year.

**Data presented are organized by Classification of Instruction Program (CIP) major program areas.

Appendix H

TABLE XII
EMPLOYER RATINGS OF SECONDARY VOCATIONAL PROGRAM COMPLETERS EMPLOYED FULL TIME IN A FIELD RELATED TO TRAINING 1986-87*

Program Area**	Surveys Mailed	Surveys Returned	Technical Knowledge	Work Attitude	Work Quality	Overall Rating	Relative Preparation
Agriculture Education	1,941	1,403	4.17	4.30	4.26	4.26	4.14
Allied Health	423	346	4.42	4.59	4.55	4.52	4.42
Business & Office	3,687	2,930	4.34	4.52	4.41	4.43	4.32
Marketing	4,762	3,746	4.31	4.42	4.41	4.41	4.37
Occupational Home Economics	2,048	1,563	4.29	4.42	4.41	4.41	4.45
Technical	141	110	4.44	4.47	4.40	4.50	4.49
Trade and Industrial	3,651	2,834	4.25	4.37	4.30	4.31	4.35
All Programs	16,653	12,932	4.29	4.42	4.37	4.38	4.34

*Employer follow-up data were collected during the 1986-87 school year from employers of students who completed a vocational program, graduated during the 1985-86 school year, and were employed in a field related to training. Employers rated students on a scale from '1' to '5'.
**Data presented are organized by Classification of Instructional Program (CIP) major program areas.

Appendix I

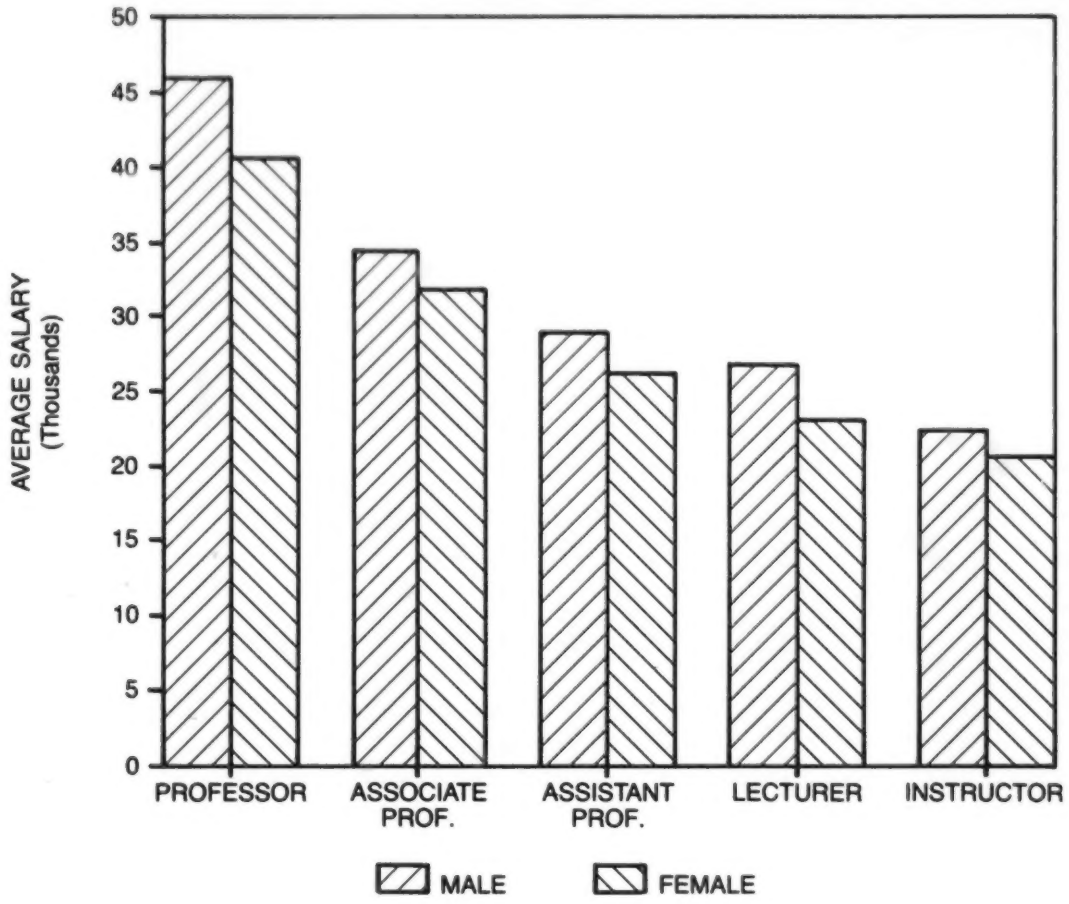


Figure 11
Women Make Less

Source: American Association of University Professors. USA TODAY. Thursday, April 30, 1987. 5D BY: MERCY ECKROTH MULLINS.

Appendix J

MYTHS ABOUT SEXUAL HARASSMENT

MYTH: Sexual harassment only happens to women who are provocatively dressed.
FACT: Sexual harassment can happen to anyone, no matter how she dresses.

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MYTH: If the woman had only said "NO" to the harasser, he would have stopped immediately.
FACT: Many harassers are told "NO" repeatedly and it does no good. NO is too often heard as YES.

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MYTH: If a woman ignores sexual harassment, it will go away.
FACT: No, it won't. Generally, the harasser is a repeat offender who will not stop on his own. Ignoring it may be seen as assent or encouragement.

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MYTH: Sexual harassment is harmless. Women who object have no sense of humor.
FACT: Harassment is humiliating and degrading. It undermines school careers and often threatens economic livelihood. No one should have to endure humiliation with a smile.

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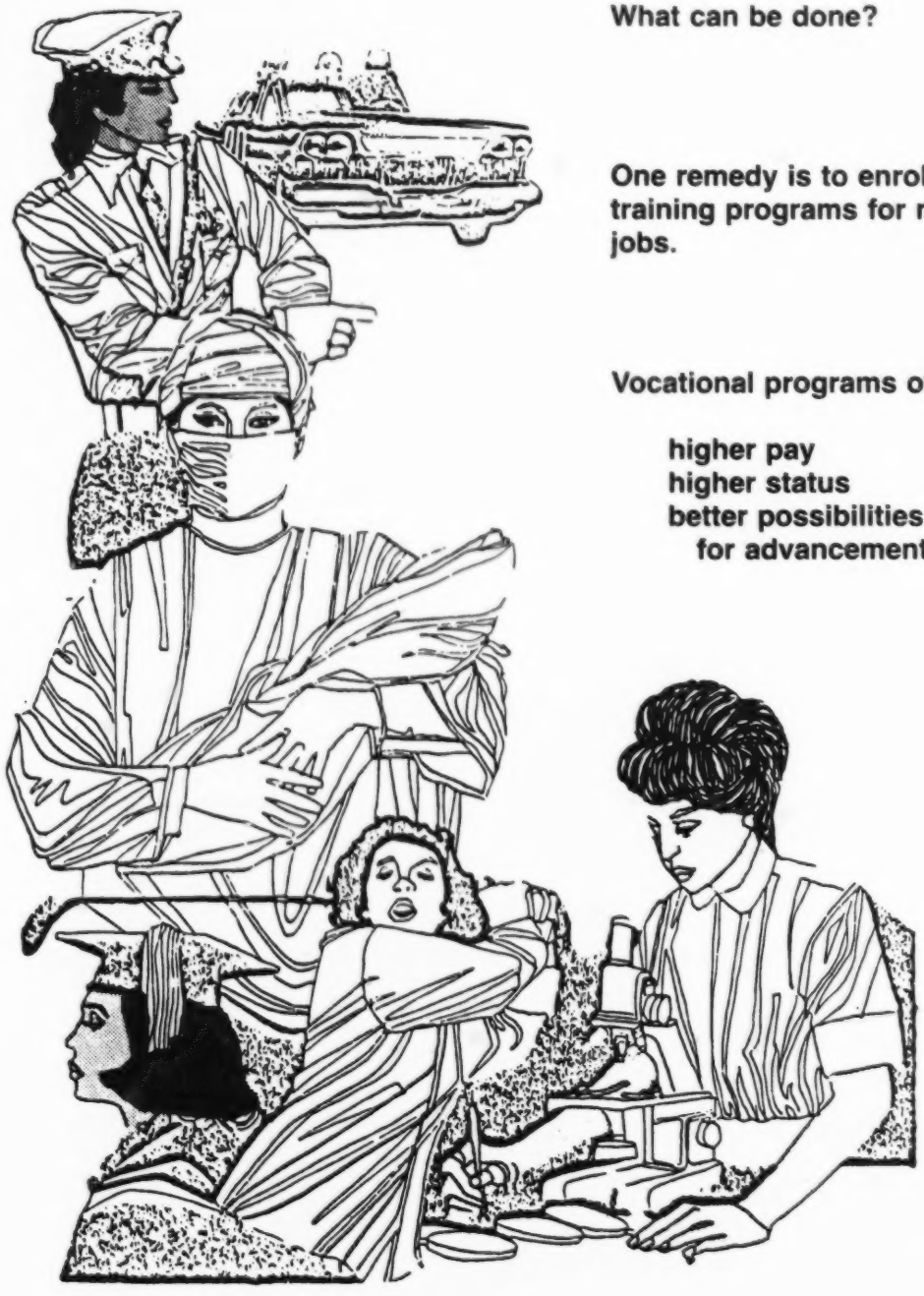
MYTH: Sexual harassment affects only a few people.
FACT: Surveys on campus shows that up to 30 percent of all female college students experience some form of sexual harassment. Some surveys of women in the working world have shown that as many as 70 percent have been sexually harassed in some way.

'A publication of the Project on the Status and Education of Women Association of American Colleges, 1818R St1, NW, Washington, DC 20009 — taken from: ON CAMPUS WITH WOMEN, Vol. 15, No. 4, Spring 1986.

The world of work is changing. More women work out of economic necessity, yet most receive lower pay than men in equivalent jobs.



What can be done?

One remedy is to enroll in vocational training programs for non-traditional jobs.

Vocational programs offer:

higher pay
higher status
better possibilities for advancement

Texas Education Agency
W.B. Travis Building
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